**Unit 1 Task 4**

**Task # 4 Biographical Writing Rubric**

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| **Criteria or Attributes** | **Levels of Achievement** | | | |
| **4** | **3** | **2** | **1** |
| **Organization/Content** | **Includes all of Level 3 descriptors plus:**  Writing displays evidence of personal reflection or extension.  And  The student distinguishes and prioritizes the most relevant details to include in his/her writing. | Topic is clear and supported with ample facts and details to develop points.  And  Includes several examples of events/challenges from the community member’s life and describes how the community member responded to the events/challenges.  And  Organization is evident with introductory and concluding statements. | Topic is clear but is supported with few facts and details.  And /Or  Includes few examples of events/challenges from the community member’s life and describes how the community member responded to the events/challenges.  And /Or  Organization is evident but may be lacking a strong introduction or conclusion. | Topic is unclear.  And /Or  Topic is not supported with facts and details.  And /Or  Includes no examples of events/challenges from the community member’s life and/ or  does not describe how the community member responded to the events/challenges.  And/Or  Organization is lacking and/or there is no evidence of an introduction or conclusion |
| **Writing Mechanics** | **Includes all of Level 3 descriptors plus:**  All mechanics are correct in the paper. | Demonstrates sufficient knowledge of language and its conventions (capitalization, punctuation, and spelling).  Most all mechanics are correct in the paper. | Demonstrates some knowledge of language and its conventions (capitalization, punctuation, and spelling).  Some mechanics are correct in the paper. | Demonstrates limited or no knowledge of language and its conventions (capitalization, punctuation, and spelling).  Limited to no mechanics are correct in the paper. |

**BIOGRAPHY**

This is a biography of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, who was born on (birth date) \_\_\_\_\_\_\_\_\_\_\_\_ in (birthplace) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Background:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenge:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How they overcame challenge:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How would you describe this person? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Biography of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Background:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Challenges:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **How they Overcame Challenges:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Biography of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Background:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Challenges:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **How they Overcame Challenges:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**K-5 ELA Lesson Plan**

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| **Teacher:**  **N.Leslie** | | **Grade:**  **2nd** | | | **Date(s)**: Day 1 **Tuesday**  **September 11, 2012** |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task:**  **Story Map** | | |
| **Essential Question(s):**   * + - * **How can I comprehend a biography?**       * **How can I brainstorm ideas for a biography?**       * **How can I fluently identify my sight words?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  [**http://www.history.com/videos/how-the-towers-collapsed#911-timeline**](http://www.history.com/videos/how-the-towers-collapsed#911-timeline)  **BRIEF description of 9/11 attacks**  [**http://player.discoveryeducation.com/index.cfm?guidAssetId=1D4B1D48-AB92-48FC-AB7F-9902E902C375&blnFromSearch=1&productcode=US**](http://player.discoveryeducation.com/index.cfm?guidAssetId=1D4B1D48-AB92-48FC-AB7F-9902E902C375&blnFromSearch=1&productcode=US)  **Bio Sheet (attached)** | | | | **Interview**  **Audience**  **Question**  **Biography**  **Overcame**  **Challenge**  **Respond**  **Patriot**  **Commemorate**  **Honor**  **Brainstorm] Drafting**  **Revisiing/Editing**  **Publishing**  **Peer Editing** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * ***Modeled*** * ***Shared*** * Guided Practice * Independent | **Reading**  **Standard**  **RI.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **I Can Statement(s): I can watch a biography and identify challenges the character overcame.**  **Instructional Plan:**  *Warm-Up-Watch the video on the link above. It’s a video describing the attacks on 9/11 on history.com.*  Inform students that throughout this week they will be transferring their interviews they conducted into biographies. Briefly review what a biography is: A true story about somebody’s life.  Since today is Patriot’s Day we will honor and remember those who fought and lost their lives on 9/11/11.  Tell students that they will watch a video of a survivor OR someone who died. They will identify who they are, challenges and how they overcame those challenges.  Go over the sheet that students will fill out while they are watch the video.  **You may want to stop the video at certain points so students have time to fill out their sheet.**  **At the end of the video give students time to confer with their group about the person’s background, challenges, etc…**  **Bring the class together and go over answers.** | | | | |
| **Gradual Release of Responsibility:**   * ***Modeled*** * ***Shared*** * Guided Practice * Independent | **Writing**  **Standards: W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  **I Can Statement(s) I can brainstorm and draft ideas for a biography.**  **Instructional Plan:**  Students will watch you model how to brainstorm ideas for your biography using the interview you conducted last week.  Use a Circle Map to list attributes to describe the person you interviewed.  Use a FLOW Map to list the events that happen in their life. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * ***Shared*** * Guided Practice * Independent | **Word Study**  **Standards: L2.1 Use sentence-level context as a clue to the meaning of a word or phrase**  I Can Statement(s): I can practice using Tier 3 words in a sentence.  Students will go over words that deal with Patriot Day and practice identifying them and using them in a sentence.  (victims, patriot, memories, terrorist, heroes) | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:** **S.L 2.1 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**  **I Can Statement(s): I can listen to a biography and share details about the character’s life.**  **Instructional Plan:**  In reading students will be listening to a biography and sharing details about that person’s life. | | | | |
| **Closing/Summarizing Strategy** | **Turn and Talk: Share what you have learned about the person’s bio with a friend.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| [www.gardenofpraise.com](http://www.gardenofpraise.com)  Create a QR code OR have several books in which students can read and learn about different people and how they overcame obstacles. | | **Students might need a different sheet that is more specific to provide additional support.** | | | **Vocabulary cards and T-Chart Anchor Charts** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Short Bio Sheets  Flow Maps/Circle Maps  Student’s understanding of Word Study Words from their uses. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

**K-5 ELA Lesson Plan**

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| **Teacher: Carrie Pierce** | | **Grade: 2nd Grade** | | | **Date(s)**: Day 2 9/12/12 |
| **Unit Title:**  **A Story to Share** | | | **Corresponding Unit Task:**  **Task 4-Biography** | | |
| **Essential Question(s):**   * How does asking and answering questions help me to understand key ideas and details while I read? * How do good writers tell the story of someone else’s life? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Powerpoint of biographies**  **Biography sheet**  **Drafting sheet**  **Pencil**  **Interview** | | | | **Biography**  **Drafting**  **Brainstorm**  **Editing**  **Publishing**  **Peer Editing** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Reading**  **Standards:**  **RI.2.1** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  **RI.2.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **I Can Statement(s):**  **I can read and answer questions about a biography.**  **Instructional Plan:**  **-Introduce the Short Bio Response form that students will use for the Powerpoint Biography. Model to students how they will fill it out.**  **-Using the Biography Powerpoint students are to read a biography about a person. As reading, they are to fill out their sheet.**  **-After completing their sheet, students are to turn to a partner and share their answers.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice   X Independent | **Writing**  **Standards:**  **W.2.2**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  **W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  **I Can Statement(s):**  **I can make a draft of my writing.**  **Instructional Plan:**  **-Model to students how to fill out the biography template using an interview (can use the information from the 9/11 video watched on Day 1. (birth date and place, background, challenges, events, describing)**  **-Have students fill out the biography template using their interview of a community person.**  **-Model to students how to use their brainstorming information from the day before and their biography sheet to start a draft of their biography of their community person.**  **-Students will start to work on their draft of their biography.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Word Study**  **Standards:**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing**  **L. 2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**  **I Can Statement(s):**   * **I can learn meanings of new words.**   **Instructional Plan:**  **-Before reading the biography, introduce new vocabulary words.**  **-Introduce the words biography and drafting. Have students tell you what they think they mean.**  **-Use the word in a sentence and have students use context clues to tell what the words mean.**  **-Have students add the words to their vocabulary ring.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Speaking & Listening**  **Standards:**  **SL.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  **I Can Statement(s):**  **I can read and answer questions about a biography.**  **Instructional Plan:**  **-Introduce the Short Bio Response form that students will use for the Powerpoint Biography. Model to students how they will fill it out.**  **-Using the Biography Powerpoint students are to read a biography about a person. As reading, they are to fill out their sheet.**  **-After completing their sheet, students are to turn to a partner and share their answers.** | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of independent work; participation in discussions;** * **Daily review of “I Can” statements** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **If students finish early, there will be biographies for them to choose and read.** | | * Students can use the summary template to organize ideas from the graphic organizer. The summary template give students structure to writing opening/closing statements, adding transition words, and details. | | | * Provide a list of transition words from which students can choose for their writing. * Provide an editor’s checklist to be used during the editing process. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Draft  Biography sheet | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

**K-5ELA Lesson Plan**

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| **Teacher:**  **Schlossberg** | | **Grade: 2nd** | | | **Date(s)**:  9-13-12 Day 3 |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task:**  Biographical Writing | | |
| **Essential Question(s):**  How do good writers tell the story of someone else’s life? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Biographies** * **Pencil** * **Paper** * **Powerpoint** * **Peer editing sheet** * **Biography question sheet** | | | | * **Brainstorm** * **Rough Draft** * **Editing** * **Peer Editing** * **Publishing** * **Biography** * **Flow chart** * **Graphic organizer** * **Opening Statement** * **Closing Statement** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RI.2.1** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  **RI.2.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **I Can Statement(s): I can read biographies.**  **Instructional Plan:**  **Teacher will read a short biography from the biography PowerPoint, and students will fill out the biography question sheet. After, students can share the information they got with a peer.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.2.2**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  **W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  **I Can Statement(s): I can write a biography from interview information.**  **Instructional Plan:**  **-Teacher will begin by modeling how to peer edit with another student in the class. Select a student to come up and teacher will read their writing and find 1-2 positive things to say about their writing and 1-2 “suggestions” for their writing. Explain to student’s different ways to be positive with their peer, and different ways to “suggest” things to their peer.**  **-Students will get with a partner to do a peer editing activity with their biographies. Partners will read their stories first out loud to their partner. Next, partners will read over the biographies independently, and with a different color pencil, they will correct any mistakes they find. After, they will meet back with their peer and make 1-2 “praises” and 1-2 “suggestions”.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts*with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on others’ talk in conversations by linking their comments to the remarks of others. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion.   **SL.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  **I Can Statement(s): I can listen to suggestions from a peer.**  **Instructional Plan:**  **Students will peer edit with a partner and listen to ideas and suggestions from their peer.** | | | | |
| **Closing/Summarizing Strategy** |  | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
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| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

**K-5 ELA Lesson Plan**

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| **Teacher: Roberts** | | **Grade: 2** | | | **Date(s)**: Day 4 |
| **Unit Title: A Story to Share** | | | **Corresponding Unit Task: Task 4** | | |
| **Essential Question(s):**  **How do good writers tell the story of someone else’s life?**  **What steps do good editors use?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Question sheet**  **Student work for bio in progress**  **Power point for short bio**  **Biography books from library for students who finish** | | | | **Brainstorm**  **Rough draft**  **Editing**  **Peer editing**  **Publishing**  **biography**  **graphic organizer** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RI.2.1** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  **I Can Statement(s):**  I can watch a biography and identify challenges character overcame. I can be a good listener.  **Instructional Plan:**  Teacher will read a short biography from the bio power point and students will fill out the bio questions sheet.  Students will then share with a peer. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  **L.2.2.e.** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  **I Can Statement(s):**  I can write complete sentences.  I can use punctuation correctly.  I can edit my work.  **Instructional Plan:**  Teacher will model how to take writing sample after peer editing and move to independent editing. Teacher will model how to use the dictionary or add words to their personal dictionary.  After modeling, students will work independently on editing their biography.  As students finish, they may read one of the biographies available from the library. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather addition information, or deepen understanding of a topic or issue.  **SL.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  **I Can Statement(s):**  I can read my work and listen to myself while editing**.**  **Instructional Plan:**  Students need to practice reading their work aloud (quietly) perhaps in whisperphones. Reading and rereading as necessary throughout editing process. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Closing/Summarizing Strategy** |  | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
|  | |  | | |  |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

**K-5 ELA Lesson Plan**

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| **Teacher:**  **N.Leslie** | | **Grade:**  **2nd** | | | **Date(s)**: Day 5 **Monday**  **September 17, 2012** |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task:**  **Story Map** | | |
| **Essential Question(s):**   * + - * **How can I comprehend a biography?**       * **How can I brainstorm ideas for a biography?**       * **How can I fluently identify my sight words?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **PowerPoint (With Bios on every slide)**  **Composition Paper**  **Bio Response Form Sheet**  **Bio Sheets**  **Pencil/Paper** | | | | **Interview**  **Audience**  **Question**  **Biography**  **Overcame**  **Challenge**  **Respond**  **Patriot**  **Commemorate**  **Honor**  **Brainstorm] Drafting**  **Revisiing/Editing**  **Publishing**  **Peer Editing** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * ***Shared*** * ***Guided Practice*** * Independent | **Reading**  **Standard**  **RI.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.**  **I Can Statement(s): I can watch a biography and identify challenges the character overcame.**  **Instructional Plan:**  Students will read a new bio together from the PowerPoint and fill out another Bio Sheet Response Form. By this day, students should be used to filling out the sheet. Afterwards they will share with a peer. | | | | |
| **Gradual Release of Responsibility:**   * ***Modeled*** * ***Shared*** * ***Guided Practice*** * ***Independent*** | **Writing**  **Standards: W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.W.2.5. With guidance and support from adults and peers, focus on a** topic and strengthen writing as needed by revising and editing.  **I Can Statement(s) I can publish my biography.**  **Instructional Plan:**  Continuing from yesterday, students will take their revised and edited work and publish their writing. Students will use the Biography sheet and transfer that writing onto composition paper.  MODEL by using the Biography template sheet that you have used all week long. Transfer your information onto composition paper. Encourage the class to help you write.  Students need ample time to finish their writing. When students finish they can read it to their peer helper or they can read some more biographies from the front of the board. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * ***Shared*** * Guided Practice * Independent | **Word Study**  **Standards: L2.1 Use sentence-level context as a clue to the meaning of a word or phrase**  I Can Statement(s): I can practice using Tier 3 words in asentence. | | | | |
| **Gradual Release of Responsibility:**   * ***Modeled*** * ***Shared*** * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL.2.4. - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**  **I Can Statement(s): I can share my published work with the class.**  **Instructional Plan:**  Today students will share their work with the class. Students will work on intonation, clarity, and volume while keeping their audience in mind.  Before students share, MODEL how you share your writing with the class.  Students need to think about  Intonation-Not Monotone, but enthusiastic  Clarity-Students are speaking with a clear voice  Volume-Students are speaking loud and clear  Fluent-Their reading is fluent and not choppy  **Let students see a difference between what is accepted and what is NOT!** | | | | |
| **Closing/Summarizing Strategy** | **What did you like about the biographies you heard today?** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| [www.gardenofpraise.com](http://www.gardenofpraise.com)  Create a QR code OR have several books in which students can read and learn about different people and how they overcame obstacles. | | **Students might need a different sheet or more time that is more specific to provide additional support.** | | | **Vocabulary cards and T-Chart Anchor Charts** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Short Bio Sheets  Published Work | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |